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ABSTRACT

This handbook, prepared by teachers enrolled in the 1992 summer session of Reading 508 at Northeast Louisiana State University (Monroe, Louisiana) under the guidance of Dr. Harry Miller, discusses (in separate sections) reading readiness, word recognition, vocabulary development, and reading comprehension. Each section of the book also presents activities designed to help students acquire each skill. One-page biographies of eight outstanding reading specialists are included in the handbook. Lists of references and materials, a multicultural book list, 101 ways to praise a child, and a reading teacher evaluation form are attached. (RS)

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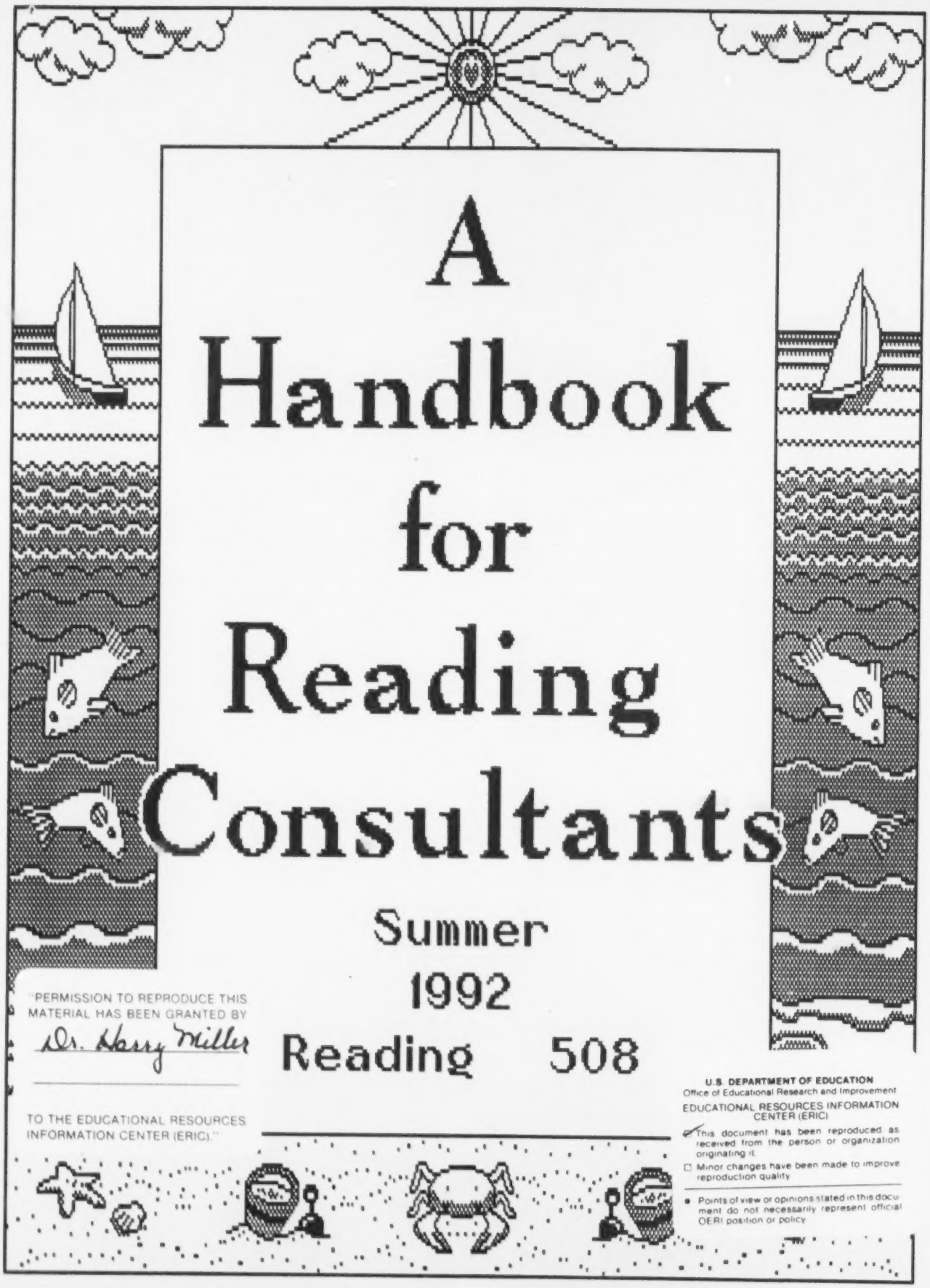

A Handbook for Reading Consultants

Summer 1992

Reading 508

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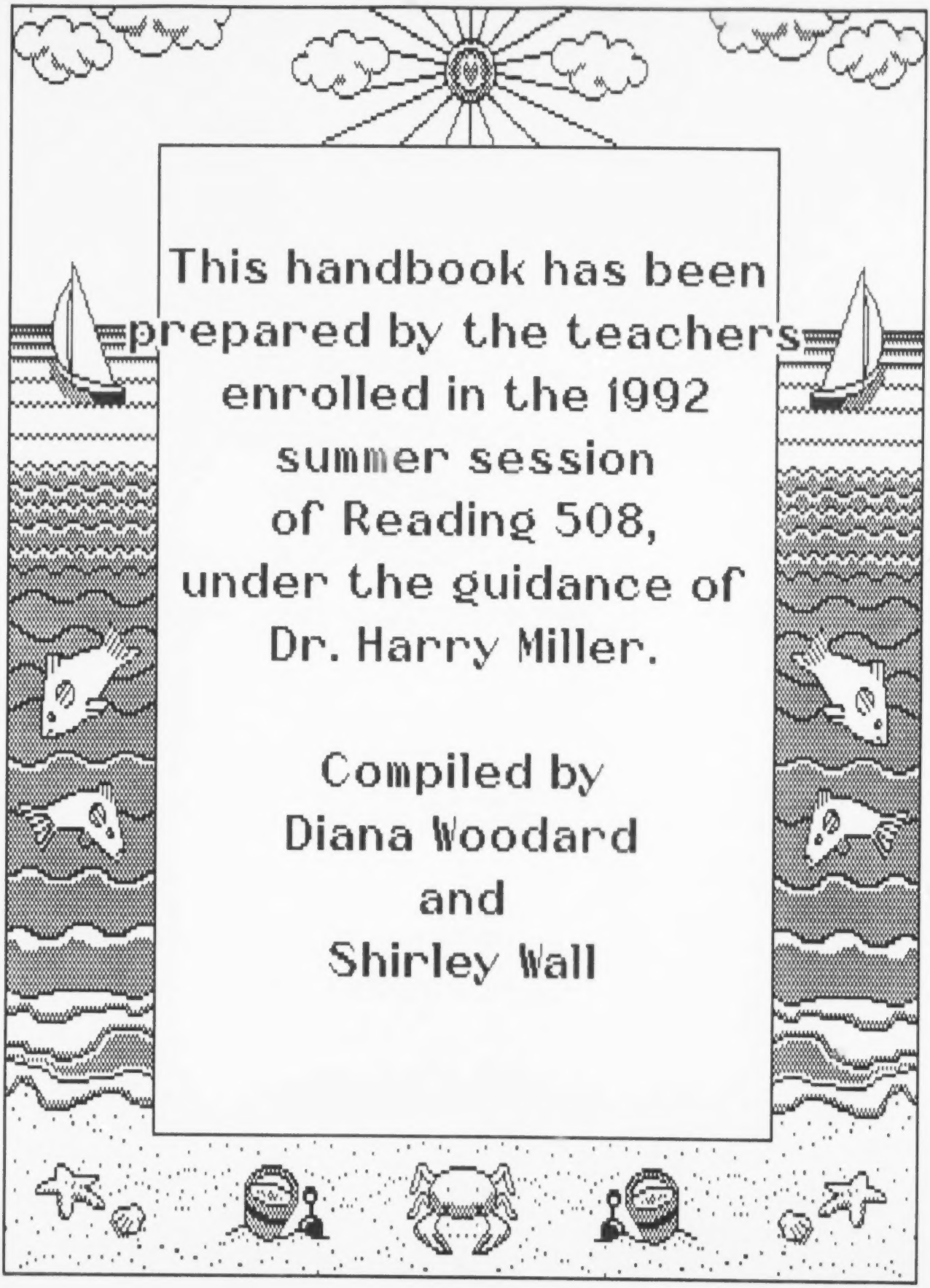

This handbook has been prepared by the teachers enrolled in the 1992 summer session of Reading 508, under the guidance of Dr. Harry Miller.

Compiled by
Diana Woodard
and
Shirley Wall

And so to completely analyze what we do when we read would almost be the acme of a psychologist's achievements, for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all its history.

EDMUND BURKE HUEY

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Reading

Readiness

Reading Readiness

Cynthia M. Jackson

The term "reading readiness" was introduced over half a century ago. Although the definition continues to change, there are three prevalent viewpoints concerning reading readiness:

1). Some educators view reading readiness as a continuing process which begins when a child learns a language and ends with adult reading skills.

2). Other educators regard reading readiness as a specific phase in a child's development.

3). Some educators see reading readiness as a sequence of activities planned to get a child ready to move into a formal reading program. (Dzama, p.12)

Teachers who regard readiness as a specific stage of development provides children with a rich environment that includes play with trucks, blocks, dolls, physical activities, art, music, and stories. Major emphasis is placed on oral language and listening, as well as on using and extending the experiences that children bring to kindergarten. Such teachers would be most concerned with developing an interest in books and the pleasures of reading.

Teachers who view reading as a continuous process believe that a child begins to learn a task with easy steps and progresses until he or she is quite proficient at the task. Extra opportunities are provided for those children who have revealed greater readiness for writing and reading instruction.

Teachers who interpret reading readiness through a sequence of skills may explain to parents the specific type of activities that have been planned to get the child ready for formal reading instruction in first grade. The students will work through these skills and may be moved to the first grade reading program upon successful completion before the school year ends. The skills emphasized in most formal reading readiness programs are auditory discrimination, and eye-hand coordination (Perceptual-motor skill). Once the children have mastered these skills, usually taught in a prescribed sequence, they are ready to move into a formal reading program.

The best reading readiness consists of giving children experiences in the real world- materials to play out those experiences. It is essential to provide a language rich environment through conversation and reading aloud.

Most educators, however, agree upon these seven components of reading readiness.

1). Oral language: that is the ability to understand language and an understanding of how speech becomes print.

2). Listening: the ability to follow directions and recall events.

3). Experiential background: as shown by the ability to recall experiences prior to school and share them with others.

4)..Auditory discrimination: the ability to note the likeness and differences in the sounds of words, such as whether they rhyme, begin or end with the same sound, or have similar middle sounds.

5) Visual discrimination: an understanding that pictures, letters and words either look alike or are different.

6). Eye-hand coordination or perceptual-motor skills: the ability to recognize that one reads print from left to right, and will develop motor control, as shown by the ability to draw, trace, copy, and write on the line. (Dzama, p.12-13)

7). Interest: showing an interest in books and seeking them out to look at, handle, or take home.

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. This is especially so during the preschool years. The benefits are greatest when the child is an active participant, engaging in discussions about stories, learning to identify letters and words, and talking about the meanings of words.

Stories aren't the only materials that provide children with exposure to written language. Records or tapes help young children learn to read. Most recently video tapes and computer software have been added to the list of materials beneficial to children learning to read. Old-fashioned materials as chalkboards and paper and pencils can make a difference in children's learning to read. Parents play a very important role in laying the foundation for learning to read.

From the 1930's, readiness has implied that there is a "best time" to benefit from reading instruction. The idea of a best time was indicated by a child's mental maturity as reflected by a score on an intelligence test. Even today, remnants of a best time for teaching reading are reflected in children's performance scored on a reading readiness test. Reliance on a single readiness test score, or for that matter, mental age, tends to minimize the differences that children

bring to reading instruction and negates a developmental view of learning to read.

During the past three decades, there has been a big social and cultural push in America toward formal reading instruction for five-and-six year olds. The prevailing thought behind formal instruction is that young children can be taught to read-the earlier the better-through carefully sequenced instruction.

Most school have some form of assessing the readiness for reading of children entering school. Reading Readiness Tests are usually made toward the end of kindergarten or at the beginning of grade one. These tests vary considerably; the best tests look at the whole child rather than at one part only of their skills.

While there is a great deal of variation from school to school, certain basic skills are common to almost all of them. All reading readiness programs, in one form or another, include the following evaluations:

-understanding and carrying out directions

-seeing similarities and differences

-ability to copy simple designs

-ability to recognize and interpret pictures

-understanding special concepts--more, less, nearer, farther, etc.

-understanding word meanings

-hearing and recognizing rhymes

-hearing and comprehending similarities and differences in the initial sound of words

-ability to make sensible judgments on presented facts

-ability to remember the main points of a story and to retell them

-ability to predict outcomes

-ability to name and recognize the letters of the alphabet, and Arabic numerals (our common numbers). (Boegehold, p.188).

For the most part, reading readiness programs have changed very little in the past thirty years. Research has found quite clearly that readiness can be trained to a useful extent. The important lesson that must be learned is that readiness is a dynamic condition — depending upon flexible features of the child and flexible features of the teacher, and his or her methods and materials.

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READINESS ACTIVITIES

Kim Weed

Reading readiness is the stage in a child's development at which one can learn easily, effectively, and efficiently without much personal disturbance. Below are a few skills with activities that could be used in preparing students for readiness.

1. Conceptual Experiences

    a. Give the child an opportunity to work with concrete objects.
    b. Label objects in the classroom.
    c. Encourage storytelling and conversation.
    d. Use description, riddle, rhyme, and puzzle games.
    e. Use dramatization and puppet shows.

2. Concept of top, middle, and bottom

    a. Discuss which is the top and bottom of the room.
    b. Play "Simon Says," giving explicit directions such as, "Simon says touch the top of your head, etc."
    c. Let children read the first or second day by bringing familiar labels that pupils can read being sure to encourage top to bottom.

3. An awareness of left to right direction

    a. Rhythmic activities such as "Hokey Pokey."
    b. Have pupils arrange a series of pictures on the chalk tray so that the pictures must be "read" from left to right to tell the story in the proper sequence.
    c. Use experience stories, moving the hand under the words as they are read to the children.
    d. Following directions:
    Example: Put a green mark at the left top of the page, and a red mark at the bottom right of a page.

4. Auditory discrimination

   a. Develop standards for listening, sharing, and being courteous.
   b. Listen to records.
   c. Teacher pronounces a list of words (3 or 4) and the children clap hands once when one is given that does not rhyme with the rest.
   d. Use children's names to show similar beginning sounds.
   e. Retell a story.
   f. Give one-, two-, and three-step directions and then call on a child to execute the directions.

5. Visual Discrimination

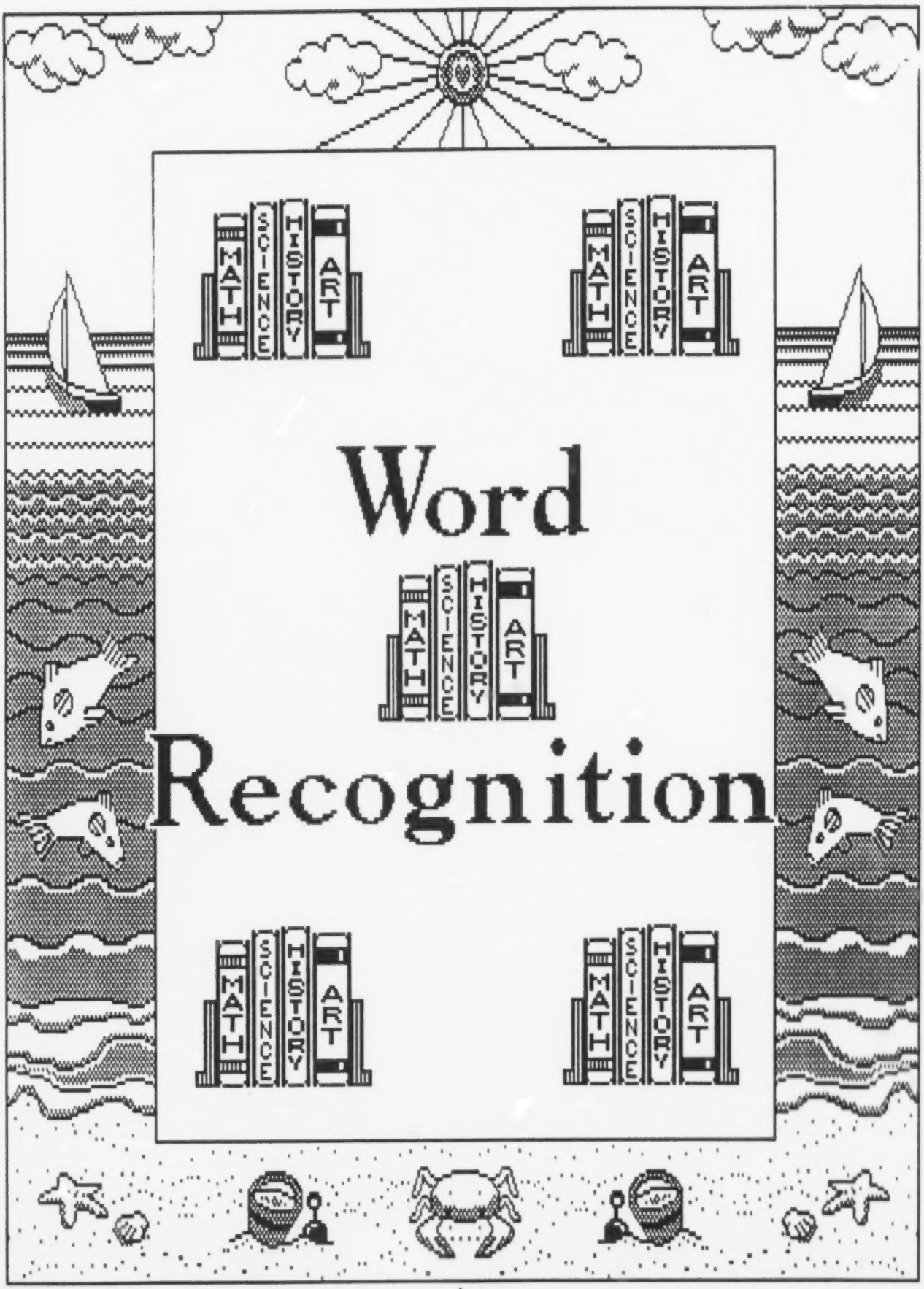
   a. Make a "shoestring chart" for matching color to color.
   b. Place several objects on a table. One child picks up an object. Another selects one which is like it, or different, or tells which is larger or smaller.
   c. Match letters on a magnetic or flannel board.
   d. Have children select and match buttons or pieces of fabric.
   e. Find a given letter in a labeled picture or in words of a sentence.
   f. Recognize words and word families.

6. Ability to classify

   a. Place objects on a table and have students move them in categories.
   b. Using pictures of animals, have the child select those that are similar to one another, such as things that fly, things that hop, etc.

Reference:

Richland Parish Schools Reading Guide, 1970. Rayville, Louisiana.


MATH
SCIENCE
HISTORY
ART
Word
Recognition

WORD RECOGNITION

Anna M. Bruce

A cornerstone of skilled reading is fast, accurate word identification. Word recognition and comprehension are companion skills from the time a child first reads (Anderson, 1984). Word recognition is the foundation for reading comprehension, since the author's meaning cannot be understood unless most of the words are recognized (Harris, 1980).

One of the five generalizations generated from research during the past decade on the nature of reading is that reading must be fluent. The basis of this fluency is the ability to identify individual words. Readers must be able to decode words quickly and accurately so that this process can coordinate fluidly with comprehension of the text (Anderson, 1984). Harris reports that fluency requires automatic, rapid recognition of hundreds, and later thousands, of words (Harris, 1980).

Word recognition is defined as the ability to read, or recognize, a word that the reader has come into contact with before. It may be accomplished through various techniques or processes such as use of context or configuration (Ekwall, 1981). Harris states that the process used depends on which strategies are taught, familiarity with the word's meaning, and the level of reading ability. It is noted that skilled readers will recognize most words.

When an unfamiliar word is encountered, they use a variety of strategies and visually process the word in large units. In contrast, a limited sight vocabulary, the use of limited strategies, and letter by letter processing is typical of the less able reader (Harris, 1980).

Historically, almost all children were taught word recognition using the traditional approach by teaching letters of the alphabet, sounds the letters make, and using this information, how to sound out words. Thinking children would learn quicker by identifying whole words at a glance, as adults seem to do, William Gray and others started the "look-and-say" approach. Phonics instruction lessened for a time. It has since been renewed, but is recognized as only the first step toward the ultimate goal of fast, accurate word identification and fluent reading (Anderson, 1984).

Since word recognition skills help a reader recognize words while reading, a store of words which can be identified on sight is vital. Emphasis should be given to the development of this sight vocabulary. Other skills that are beneficial, too, include the abilities to use context clues, structural analysis, and dictionaries. These skills are sometimes called word attack skills (Burns, 1980).

Burns notes that some of these skills are learned more easily than others, depending on the student's abilities. For example, a student having hearing problems cannot be expected to do well in phonics. It is imperative

that an eclectic approach is taken in the instruction of word recognition in order to meet the assorted needs of young readers. Also, some skills will be more useful in certain situations than in others (Burns, 1980).

Ekwall offers numerous recommendations for instructing students having trouble with word recognition. He suggests the use of materials on a lower level of difficulty for instruction. Drop back two years from the current grade placement and work up, if that's too easy, until an appropriate level is determined. Use familiar material where vocabulary presents no problem. Children might write their own stories and read them orally. Contrast and discuss the difference of this reading and that of other sources. Explain the need for smooth, fluent reading (Ekwall, 1981).

With regards to improvement of sight vocabulary, Ekwall continues by suggesting that the student read as widely as possible on his free or low instructional level. This aids learning new words from their context. Have the student compile a card file of new words introduced in the book. Sometimes these can be found at the end of each chapter. Read stories from basal readers to him allowing for appropriate grade level - where the child knows 95% of the words- and discuss the meanings of new words as you come to them. Following this, have the child read the stories. Give him help when it is needed. Build on the

pupil's background experience as much as possible. Use films, filmstrips, records, tape recordings, or anything which will build his listening-speaking vocabulary. This makes it easier for him to acquire new words through context clues. Use picture cards and match the unknown word to an illustration. Use the word in a sentence as well as by itself. Students can pair up or get in small groups to learn these new words from the cards. Pantomime works well with words such as write, hear, and walk. Make sure the word is seen immediately before, during, and/or after seeing it pantomimed (Ekwall, 1981).

Word recognition is an instant identification that takes 2/10 second for a whole word. A word recognition procedure consists of using pictures on concrete objects in the environment, which is the "look-say" method. Provide the shape or configuration of words in lower case letters - emphasis is on ascenders going up as opposed to descenders going down. The t-scope, tachistoscope, is a useful tool that allows various designs and ways to manipulate for word recognition. Always use words in context, or ask what the student thinks the word is. Use analysis - phonics or structure. If needed tell the student the word, or use a dictionary (Miller, 1991).

The procedure suggested by Burns is similar. He starts with the emphasis on context clues, then moves to sound out initial consonant, vowel, or blend along with context clues. Next, check for structural clues (prefixes,

suffixes, inflectional endings, compound words, or familiar syllables). Begin sounding out the word using phonic generalization, but go only as far as necessary to determine the word. Finally, if needed, consult the dictionary (Burns, 1980).

In summary, a fluent reader must have both accurate and automatic word recognition skills that allow instant identification or decoding that requires little conscious attention. The reader can give his full concentration to the interpretation of the text, as it should be (Anderson, 1984).

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WORD RECOGNITION ACTIVITIES

Evette Acker

1. List ten words the children are finding difficult. If a child can correctly read all ten words, he gets to go to the "peppermint tree" for a peppermint or other hard candy. The candy has been tacked to a picture of a tree on the bulletin board.

2. Each child is given a turn as phrase cards are flashed around the group. If he reads the phrase correctly, he remains standing, but if he misses a card, he must stoop. If the child correctly reads the next phrase card before the next child can respond, he rises, and that child stoops. There is no winner in this game. Keep going around the group, but stop before children tire of it.

3. Blending sounds into words. Draw three circles on the board. Put consonants in the first circle, vowels in the second, and consonants in the third. The child makes a word by using a letter from each circle to form the beginning, middle, and final sounds of a word. Then he blends the words and writes them on paper.

4. Fish for words. A fishing game can be made by printing one word on a number of fish cut-outs and attaching a paper clip. The student uses a magnet on a string to "catch" a fish and may keep the fish after reading the word correctly.

5. Word grid. A large floor grid made from tape can provide plenty of reading and sentence-formation practice. Tape a word card inside each space. A student can randomly move from space to space, reading each word aloud as he progresses or he can form

a sentence by moving to the appropriate spaces and reading aloud the words. For spelling practice, a student can stand atop a word, spell it, then step aside to check his spelling.

6. Vocabulary bingo can be played by students. Have students print any 24 words from the vocabulary list, one word per square. To play bingo, call out words on the vocabulary list. Use a different order each time you play.

7. Instant Vocabulary Book. Create an Instant Vocabulary Book to use all year long. Fasten ten 9 inch by 12 inch pieces of tagboard with rings as shown. Label each page with a month of the school year. Write and number seasonal or monthly vocabulary words on each page. As you think of additional words add them to the appropriate page. Keep this handy book on the chalk ledge as an instant reference for yourself and your students.

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Vocabulary Development

VOCABULARY DEVELOPMENT

Marilyn Lipscomb

Vocabulary Development is the process of increasing one's knowledge of words and their meanings. The words that comprise a person's vocabulary serve as symbolic representatives of various objects and ideas. A person who encounters words whose meanings are not known will have a difficult time understanding what is being read or discussed.

We must first recognize that vocabulary development is not accidental. It must be orchestrated carefully not only during reading time, but also throughout the entire day (Vacca, Vacca & Gove,210). The more that children see and use words in various situations, the more they will understand and consciously use newly discovered words.

As a teacher, a primary goal is the expansion of vocabulary words and their meanings. Vocabulary will develop best in a stimulating environment (Johnson,50). Direct experiences provide an excellent source for building new words and understandings. Talking and asking questions stir the minds of children in order to extend the meaning of words. Telling stories, acting out skits, and viewing pictures can be used to expand vocabularies. An atmosphere that encourages interaction will lead to a rapid growth and development of speech.

Vocabulary can be defined as the breadth and depth of all the words we know--the words we use, recognize, and respond to in meaningful acts of communication (Vacca, Vacca & Gove,212-213). Breadth is used to describe the size and scope of our vocabulary while depth refers to the level of

understanding of the words we use. Vocabulary is considered to be made up of four components: listening, speaking, reading, and writing. Of these, listening and speaking are considered to be learned in the home whereas reading and writing vocabularies fall within the domain of the school (Vacca, Vacca & Gove,213).

As a child approaches school age, his listening vocabulary is the largest of the four followed by his speaking vocabulary. While in school, the child's reading vocabulary increases rapidly. By about the fourth grade his reading vocabulary is usually larger than the speaking vocabulary (Farr & Roser,213).

The speaking vocabulary consists of words actively used on a day to day basis. Changes in environment, age, or circumstances can lead to modifications in the speaking vocabulary as words cease to be used or new words are introduced.

The writing vocabulary varies little from the speaking vocabulary when the writing is simply a substitute for a face-to-face conversation. Like speaking, the writing vocabulary consists of words that are actively used. However, in a more formal situation, it may change considerably as specialized words may be required that are not used every day.

The listening vocabulary consists of words that a person hears and responds to in conversation with others. The listening vocabulary tends to be larger than the speaking or

writing vocabularies because it includes words that the listener does not normally use in his own speaking or writing.

The reading vocabulary is the group of words which one responds to in the writings of others. Reading provides a medium that may be studied in order to more clearly determine the meaning of words through their context. It is a safe estimate that the reading vocabulary is the most extensive of the four kinds of vocabulary (Dreighton,462).

In teaching vocabulary to children, several principles can be used in order to stimulate the child's learning.

1) Select words that will be encountered while reading. The types of words should be those such as Key words which express main ideas and concepts. Useful words are those that are encountered repeatedly in a variety of context. Interesting words stimulate the imagination and create excitement. Finally, vocabulary-building words give clues and allow the student to find the word's meanings.

2) Teach words in relation to other words. Often, vocabulary words are closely tied to basic concepts. Words are more readily learned when they are linked or associated with words or concepts that the student already knows.

3) Teach students to relate words to their background knowledge. One important aspect of vocabulary instruction may be in having students apply their personal knowledge about the meaning of a word in a written or oral response.

4) Teach words systematically and in depth. This means having the student restate the definition in his own words. The student should then relate the definition to something in his own experience or make up an experience that clearly defines the word.

5) Awaken interest and enthusiasm for words. Learning vocabulary words can be a tedious drill unless the teacher can generate an excitement about the words. By finding a way to illustrate words, a teacher can spark the students to enjoy learning.

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VOCABULARY DEVELOPMENT ACTIVITIES

Sheila Smith

USING SEMANTIC MAPPING

Select a word central to the theme or main idea of the text. Write a word in a circle on the board. Ask students to think of words that would likely appear in a story or text about such a topic. Write those words in smaller circles surrounding the word you have on the board. Connect the volunteered words to the center word with lines. As words are volunteered, encourage students to talk about them, use them, and so on. After you have generated a range of words, discuss how certain of them relate in particular ways to others. (Klein, pg. 83-85).

USING FEATURE ANALYSIS

In feature analysis, encourage learners to examine vocabulary in terms of selected, general features or attributes. A chart with related words in the left-hand column and features across the top is graphically effective. If a + in each box where the word possesses that feature and a - in each box where it does not is used, a pattern will be depicted. Discussion will probably center on which features to appropriate to which terms. (Klein, pg. 85-86).

USING ANALOGIES

Analogies are problem-solving activities requiring the learner create mental sentences summarizing comparisons between four words that are usually drawn from the same part

of speech. For example, to complete the analogy-box: cereal, bottle: _____, the learner must first create a mental sentence. Very precise reasoning is required as the learner solves the analogy. Analogies are very effective vocabulary builders. (Johnson and Pearson, pg. 14-15).

CHOOSING MEANINGS

Instead of having children look up a word in a dictionary to find its meaning, form questions that may spark their curiosity. Instructions may be: "Can you answer these questions? Use your dictionary when needed."

1. How is a flume like a gorge?
2. Could you ride in a smock?
3. What is the same about a raft and a coracle?

(Johnson and Pearson, pg. 63).

RANKING SYNONYMS ON ONE FEATURE

Children are asked to rank lists of words on the basis of intensity, strength, approval, seriousness, or any other shared feature. Lists such as the following are representative of words amenable to this activity.

LOOK	RUN
stare	romp
glare	race
glance	jog

(Johnson and Pearson, pg. 22).

TIRED WORDS

This exercise encourages vocabulary replacement for such tired words as: happy, sad, mad, nice, mean, big, little, and so on through the use of a thesaurus. (Johnson and Pearson, pg. 77).

PICTURE CLUES TO MEANING

MATERIALS: Make a set of picture cards and divide them between the players. On each card, paste a picture or draw a picture word and three words-one identifying the picture.

DIRECTIONS: Players take turns flashing the picture cards for one another. The players must use the word in a sentence. One point is allowed for identifying the correct word label, and one point for using the word correctly in a sentence. The player who scores the most points wins. (Bielawski and Pomerleau, pg. 76).

WORD SCRAMBLE

MATERIALS: A list of scrambled words and definitions for each.

DIRECTIONS: A player tries to unscramble the words as fast as he can.

1. barbti (animal) 2. dunos (noise)

(Bielawski and Pomerleau, pg. 79).

HOW DO THEY FEEL?

MATERIALS: Display an action picture from a magazine or newspaper.

DIRECTIONS: Players tell what they think is happening, how they think each character feels, and why they think the characters feel as they do. (Bielawski and Pomerleau, pg. 83).

WHAT CAN YOU DO WITH IT?

MATERIALS: Word cards

DIRECTIONS: A leader writes the title of the game on the

board and flashes word cards to elicit answers from the players.

knife	water	stove	bed	rug
apple	egg	stairs	chair	scarf

(Bielawski and Pomerleau, pg. 86).

CIRCLE GAME

MATERIALS: Word cards with synonyms

DIRECTIONS: Players sit in a circle. Word cards are placed face down in the center. In turn, players pick up a card, read the word, and give a synonym for it. If a player is correct, he keeps the card. Otherwise, it is placed at the center. The player with the most cards wins the game. (Bielawski and Pearson, pg. 88).

PAIRED WORDS

MATERIALS: List of paired words-some synonyms and some antonyms for each player.

DIRECTIONS: A player writes "S" between each pair of synonyms, and "A" between each pair of antonyms.

1. modern_____ancient 2. govern_____rule

(Bielawski and Pomerleau, pg. 89).

TWO FOR ONE

MATERIALS: List of words that have a synonym and an antonym

DIRECTIONS: A player writes a synonym and an antonym for each word. 1. anger_____ _____ 2. smart_____ _____

(Bielawski and Pomerleau, pg. 90).

ILLUSTRATING NEW WORDS

Students often enjoy using pictures to illustrate new words they have learned. One possible activity involves cartoons. Students can make cartoons to go with new words, or they can simply add new captions to existing cartoons. (Taylor, Harris, and Pearson, pg. 272).

COMPLETING CROSSWORD PUZZLES

Many students enjoy crossword puzzles which may be made up of new vocabulary words. They are useful for vocabulary development and developing students' interest in words,(Taylor, Harris, and Pearson, pg. 272).

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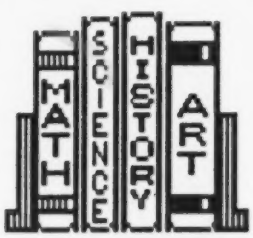
Reading Comprehension



READING COMPREHENSION

Diana Woodard

Reading comprehension is an interaction between the reader and the material that is being read. It is the responsibility of the teacher to take the written material and bring out particular meanings from the text.

From an interaction perspective, reading comprehension is acquiring information from context and combining elements into a new whole (McNeil, 16).

A person uses what knowledge he or she has and interprets the text in order to gather a meaning. The writers of a text may convey one meaning, but the reader must interpret what they read and come to their own conclusions about the text. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understand the text in the first place (McNeil, 16).

Reading comprehension is not memorizing the material read. A child must be taught to read a text using context clues. These clues will allow the child to answer literal, inferential, and critical questions. A child must comprehend what he or she has read in order to be able to answer questions that were not directly told in the text. If a child reads the story, Hansel And Gretel, the child should be able to tell you that the witch died when she was pushed into the oven. The story did tell you that the witch was pushed into the oven, but it did not come out and tell you that she died. This was implied in the story. A teacher should teach children to use context clues and information that they already know to answer

these types of questions. A teacher can teach these skills through various activities. A teacher should make the process fun and interesting for the child to learn.

In contrast with the old idea of building general background knowledge about the topic and theme of a reading selection, it is in some instances better to build specific knowledge about key ideas in the selection (Alexander, 159). The teacher is a powerful influence in shaping students' text reconstructions. If a teacher provides specific background knowledge to reading selections, students will remember more of the material (Alexander, 160).

Comprehension is an unobservable mental process. A prevalent and current view is that comprehension is a special kind of thinking process (Alexander, 160). The teacher should give the child a purpose for reading. This will teach the child to look for the answer while reading the material. The teacher should use motivational skills when teaching the child to comprehend the material. If a child reads a story about history and a story about school, the child will remember more from the story about school. If the teacher uses motivational techniques and makes the reading interesting, then the child will be more likely to remember facts from stories that aren't as interesting to them. If teachers provide specific background knowledge to reading selections, students will remember more of the material (Reading Teacher, 698). Comprehension of text is a critical goal of reading instruction (The Reading Teacher, 698).

Children need to be aware that it is necessary to use what they already know in order to understand the text. It is important for the child to know that the knowledge that they already have can help them in reading. It is not enough to relate their experience to a topic before reading. Their background must be brought to bear upon all phases of the reading process (Reading Improvement, 269).

Comprehension is actually reading for meaning. This is the most important part of the reading process. If a child can comprehend what he or she is reading, there should be no problems in the other areas in school. A child will use his or her reading ability throughout school and after school. The reading process never ends.

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Reading Comprehension Activities

Sylvia DeTiege

Literature Discussions

To make book discussions more interesting, students play a game called "Pick a Card, Any Card." Before the group meets, write several questions about the book on index cards (one question per card). Make sure that there are at least two more cards than students in the group. To play, each student picks a card and reads the question. The player can choose to keep the card or trade it for another (one trade per student). After all students have chosen cards and reflected on their answers, call on them one at a time. Each child answers the question on his card; then he is allowed to pose the same questions to other students in the group. If a student has trouble with a question, he is allowed to ask the group for help. Not only do students get to hear a variety of opinions, but students also receive practice in leading a discussion.

Partner Reading

Many literature selections at the upper grades are difficult for students with special needs. To help these students, pair them with children of better reading abilities. The partners read the assigned pages aloud together; then they "consult" on the assigned comprehension questions. Less-able students benefit greatly from the one-on-one tutoring and modeling by a peer, and their comprehension really increases.

Reading Comprehension Activities

Picture Stories

Let each group of students select a colorful magazine picture that shows several characters involved in an activity. Have each group discuss its picture in terms of what happened prior to the picture's scene, what each character might be thinking or saying, and what may happen later. Next have each group work together to write a story about its picture. After proofreading and editing, have each group attach their final draft and the picture to a large sheet of construction paper. There you have a picture story the children will love reading.

Decorate a bulletin board containing a large tree. In the trunk of the tree cut a door that will open and close. Behind the door, place copies of the comprehension questions about the story. The comprehension questions can contain questions for main idea, recall, drawing conclusions, sequence, or the students can summarize the story. Choose questions that are appropriate for the level of the students. Have the students read the story silently or aloud to the class. After the story has been read, the students are to get a copy of the questions and answer them at their desks or table. The students can use an answer key that has been placed in a pocket or folder on the board to check work.

Reading Comprehension Activities

Novel Groups

Using novels in the reading program can be a hit when a cooperative approach is utilized. If there is a class or group set of a book, have all students read the same pages. Then on the following day, divide students into groups of four and assign these job titles and tasks:

Discussion Leader - writes five to eight questions based on the previous day's reading assignment, to discuss with the group.

Vocabulary Expert - selects three to five new or unusual words from the reading assignment and teaches their meanings to the group.

Literary Spotter - looks for metaphors, foreshadowing, and examples of other literary skills studied during the year; notes page numbers and discusses the items with the group.

Checker - makes a list of group members' names and monitors discussions; puts a check by a team member's name when he makes a response.

Students remain in the same groups until the book is completed, but tasks are rotated.

Special News Watch

Students are to read newspaper bulletin carefully. The student will then underline the important information that should be included in a special TV news flash. Underline the single most important sentence twice. Draw a circle around unnecessary sentences and phrases. The students should rewrite the bulletin using as few words as possible.

What's the Difference

Select a story familiar to students. Tell them you are going to read it and they are to listen carefully because you are going to make some changes in the story as you read it. Read the story, making changes. Have the students put their hands on top of their heads when the story is changed. Pause to have a student tell what the story should say.

Story Chain

Cut pictures of people, places, and things from magazines. Glue them to 5x7 cards and put them in a box. Start a story by saying a sentence, such as "I went outside and ..." or "I took a trip and this funny thing happened..." Let three or four children choose a picture card, one at a time. Each student adds another sentence to the story using picture on the card as a prompt. Display the cards as they are used. The last student uses his sentence to finish the story. Now let the children retell the story in sequence using the cards as prompts. Ask them questions about the facts in their story. As children become more skilled in recalling the story, increase the number of cards used.

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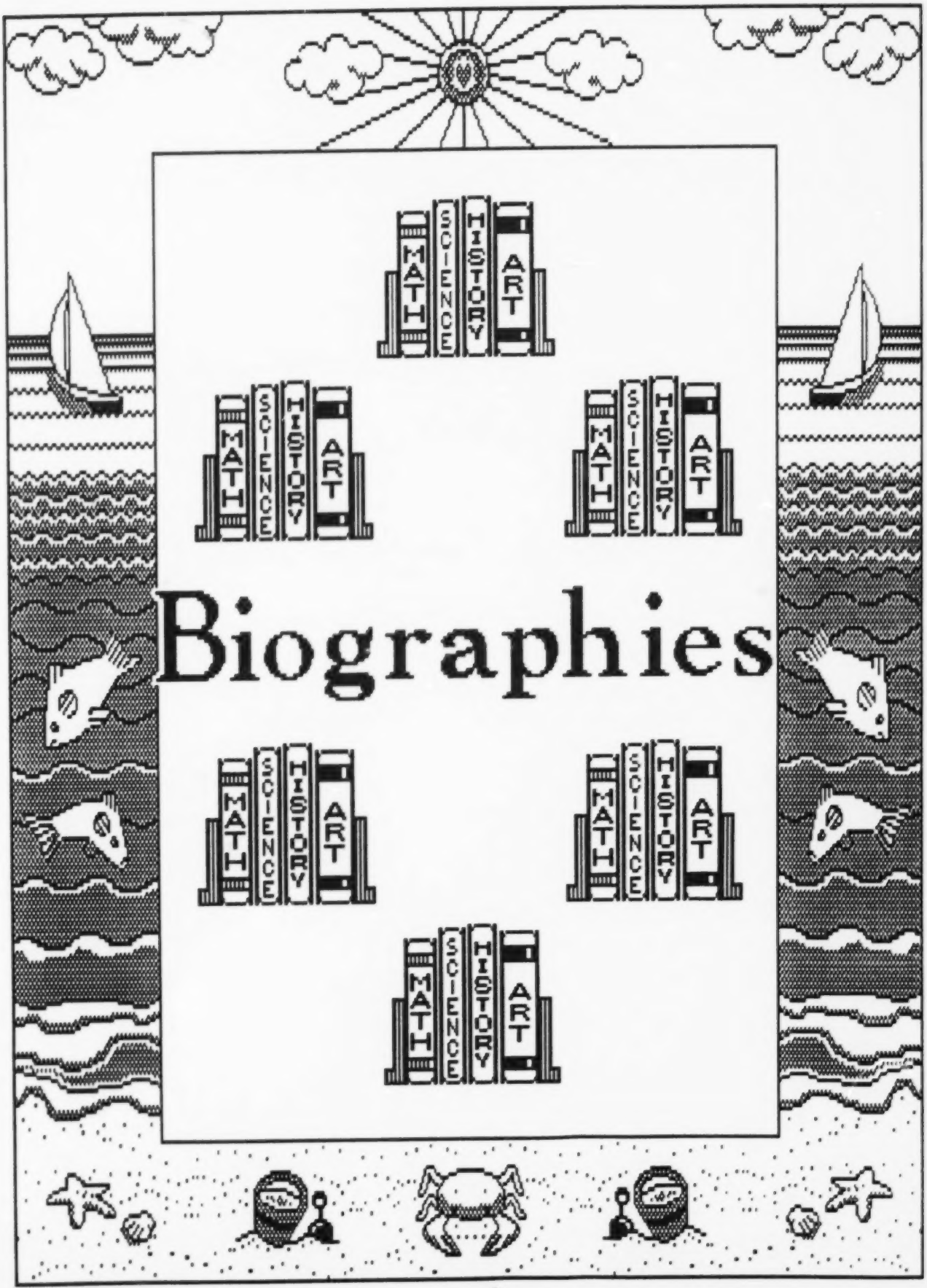
MATH
SCIENCE
HISTORY
ART
Biographies

EMMETT ALBERT BETTS Anna M. Bruce

Emmett Betts founded the International Reading Association, formally the International Council for the Improvement of Reading Instruction. He created an informal reading inventory and visual screening procedures that are used in clinics and schools. He encouraged reading instruction based on the reading levels and needs of children rather than a static curriculum.

Betts was born February 1, 1903, at Elkhart, Iowa. His parents were Henry and Grace L. Greenwood Betts. He married two times and has three children. His educational degrees were received from Des Moines University (B.S. in 1925) and the University of Iowa (M.S. in 1928 and Ph. D. in 1931).

His professional career can be chronicled as follows:

1922-24, school vocational director - Orient, Iowa
1925-29, school psychologist and elementary principal - Shaker Heights
1934-37, director of teacher education, summer sessions, and the reading clinic at State Teachers College - Oswego, N.Y.
1937-45, research professor of education and director of the reading clinic - Pennsylvania State College
1945-54, professor of psychology and director of the reading clinic at Temple University - Philadelphia, Pennsylvania
1954-61, directed Betts Reading Clinic - Haverford, Pennsylvania
1961- , research professor of education and lecturer in psychology at the University of Miami - Coral Gables, Florida

Betts has served as a consultant to the public schools and has participated in workshops about vision and reading at more than forty colleges and universities. He has held leadership roles in many professional organizations and received numerous awards.

Books that Betts has authored are Prevention and Correction of Reading Difficulties, Visual Problems of School Children, Index to Professional Publications on Reading and Related Topics, Foundations of Reading Instruction, and How to Teach Reading. He has coauthored textbooks, served as editor for periodicals, instructional materials, and reference works.

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THEODORE WILLIAM CLYMER

Evette Acker

Theodore Clymer was born on April 2, 1927, in St. Paul, Minnesota, the son of Theodore Frederick and Annette Clymer. He married Lois Brandt, on December 30, 1947, and they became parents to two children, Lorna and Todd.

Clymer attended Wisconsin State College and the University of Minnesota, where he was an assistant professor, associate professor and in 1952 became professor of elementary education and educational psychology. He was also a consultant to Cooperative Research Branch, U. S. Office of Education from 1962-1966.

Clymer is a member of International and State Reading, English, Measurement, Research and Psychological Associations. He has been presented a Distinquished Alumnus Award from Wisconsin State University.

Clymer has written books for children and has been the author or co-author of many reading materials and aids. Reading research has been a prime consideration in his work. He is most noted for his phonics rules. He has served as the editor of Reading Research Quarterly and editor of Research issues, Reading Teacher and a member of editorial advisory board and editorial board, American Educational Publications.

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Edward William Dolch

Marilyn Lipscomb

Edward W. Dolch devoted his whole life to education. As a teacher, he worked with poor readers and discovered how a few common words could unlock the minds of those with reading problems. As a researcher, his studies lead to the development of "The Dolch 220 Basic Sight Words." As an author, he wrote many books and articles on reading and vocabulary for adults and children.

Edward Dolch was born in St. Louis, MO on August 4, 1889. In 1915 he married Marguerite Pierce who collaborated with him in writing many of his books. Together they had five children.

Dolch graduated from Washington University in 1915 where he received his B.A. He received his Masters from the University of Wisconsin in 1918 and in 1925, he received his Ph.D. from the University of Illinois.

He began writing magazine articles for various journals while he was working on his Ph.D. Two years after receiving his Ph.D., his thesis, Reading And Word Meanings, was published.

During his later years, Dolch was Professor Emeritus of Education at the University of Illinois. He was widely recognized for his research in education, writing, teaching, and knowledge of how children learn to read.

Following his retirement in 1954, Dolch lived with his wife in Santa Barbara, CA until his death in 1961.

Commire, Anne (Ed.). (1988). Something About The Author. Detroit, MI: Gale Research Company.

William Scott Gray

Cynthia M. Jackson

William Scott Gray was born June 5, 1885, Coatsburg,, Illinois, to William Scott and Anna Letitia Gray. He died on September 8, 1960 in Billings, Montana.

William S. Gray was best known as the "father" of Dick and Jane books. He was graduated from Illinois State Normal University.

He served as a teacher, principal, and director of the training school at Illinois State Normal University before he joined the faculty of the University of Chicago faculty until 1950 and served as dean of the college of education(1917-31). He introduced a course in the teaching of reading at Chicago. He was a leading exponent of the eclectic method of reading instruction.

Gray engaged in research in reading instruction and authored about five hundred books, articles, and research reports. He organized and directed the first annual reading conference at the University of Chicago and edited the proceedings of those conferences from 1938 to 1952.

He was a founder of the International Reading Association and a member of many other organizations, including the American Educational Research Association.

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ALBERT J. HARRIS

Sheila Smith

Albert J. Harris was born August 13, 1908, in Chelsea, Massachusetts. He received his education at Harvard University. His hobbies included travel, reading, fishing, and golf. He made his home in West Palm Beach, Florida until his death on October 15, 1990, from heart failure.

Harris was a psychologist, educator, administrator, and author. He was a specialist in the study of both psychology and education. He was particularly interested in finding effective techniques for teaching people how to read; and most of his writing, including the books, How To Increase Reading Ability and Effective Teaching of Reading, were on this subject.

Albert J. Harris told Contemporary Authors: "Over forty years ago I became convinced that learning how to read was the central educational task confronting children in school, and that teaching reading had much room for improvement. My writings since then have concentrated on this problem, and include textbooks for elementary school children learning how to read, texts for use in teacher training institutions for the classroom teacher, and advanced level books for the reading specialist."

Reference

Evory, Ann. (Ed.) (1982). Contemporary authors (rev. ed.). Detroit: Gale Research Co.

William Martin, Jr.

Sylvia DeTiege

William Ivan Martin, Jr. was born in Hiawatha, Kansas, on March 20, 1916. In 1942, he married Betty Jeanne Buchmann. They had two children, Gary and Danielle.

From 1957-1967, William Martin acquired his M.A. and Ph.D.; served as a teacher of journalism, dramatics, and English. He also served as a newspaper editor in the U. S. Air Force. Mr. Martin worked as an editor and children's textbook and picture book series creator for Holt, Rinehart, and Winston, Inc.

In 1967, William Martin, better known as Bill Martin, began a career as a free-lance writer, editor, and lecturer. Bill Martin is a producer of video and tape recordings and works as a folk singer and story teller. He visits Universities and colleges around the United States.

As a children's book series writer, Bill Martin has contributed numerous children's books. The series includes: Bill Martin Instant Reader, Sounds of Language Readers, Bill Martin Freedom Books, Wise Owl, Kin/Der Owl, and Little Owl Books.

REFERENCE:

May, Hal. (Ed.). (1986). Contemporary Authors. (rev. ed). Detroit: Gale Research company.

Nila Banton Smith

Diana Woodard

Nila Banton Smith was born in Altona, Michigan. She is the daughter of George Addison and Ella (Banton) Smith. Nila Banton Smith has had an exciting and challenging career. Some of her positions have been the following: Teacher, Detroit, Michigan, 1926-1930; Supervisor of Reading, 1930-1932, Greensboro College, Greensboro, North Carolina; Head of Department of Education, 1932-1933, Whittier, California; Dean of School of Education, 1933-1937.

Nila Banton Smith is a member of the International Reading Association and the National Society for the Study of Education. She is also a member of American Educational Research Association and the American Association of School Administrators. She has also received many awards. She was given the Citation of Merit from the International Reading Association for work in the reading instruction field. There has been a Reading Council named in her honor.

Nila Banton Smith has written several books. Some of these books are as follows: <u>One Hundred Ways of Teaching Silent Reading</u>, <u>Reading Activities in Primary Grades</u>, <u>A Historical Analysis of American Reading Instruction</u>.

James (Jim) Trelease

Kim Weed

James Joseph Trelease was born in Orange, New Jersey, March 23, 1941. He received his B. A. from the University of Massachusetts in 1963. He lives with his wife and two children in Springfield, Massachusetts.

James worked for the Springfield Daily News for eighteen years. He first worked as a sports writer, then as a staff artist. By 1983, he had founded Reading Tree Productions and served as the president. Now he is a full-time lecturer.

In 1982, using the name Jim Trelease, he wrote The Read - Aloud Handbook, and a revised edition in 1985. In 1983, he also made a film entitled "Reading Aloud : Motivating Children to Make Books Into Friends, Not Enemies". He also made an audio cassette, Turning On the Turned Off Reader.

In The Read-Aloud Handbook, he stresses the importance of not only teaching children how to read, but instilling in them the desire to read. Jim Trelease encourages parents and educators to read aloud to their youngsters.

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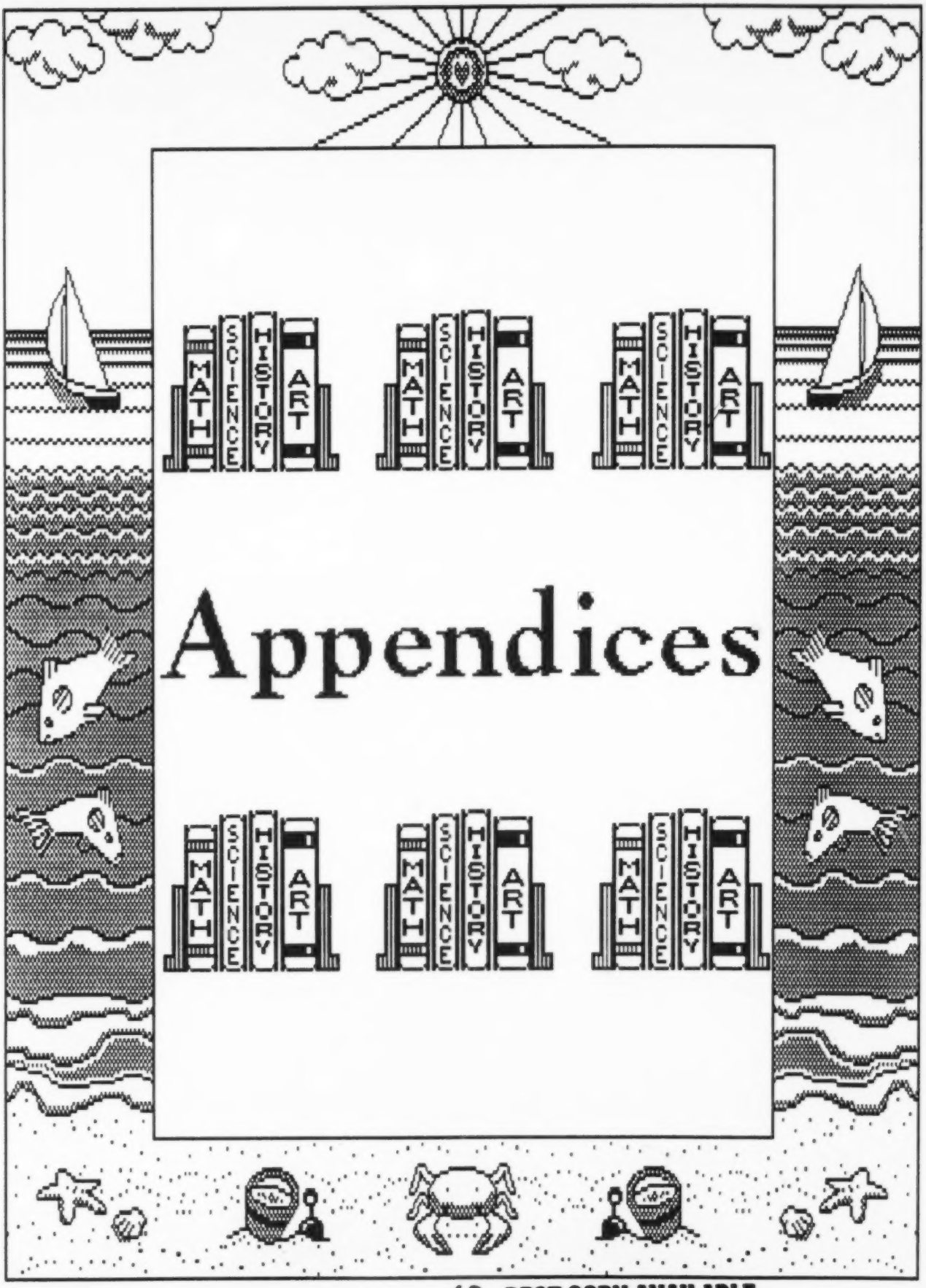

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Berkley Publishing Corporation
200 Madison Ave.
New York, N.Y. 10016

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by C.M. Charles
Logman, Inc.
1560 Broadway
New York, N.Y. 10036

Becoming a Nation of Readers (1984)
U.S. Dept. of Education
P.O. Box 2774
Station A
Champaign, IL 61825-2774

The New Reading Teacher's Book of Lists
by Edward Fry, Dona Fountoukidis, and Jacqueline Polk
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

OTHER

Video Tapes: Rita Bean
Roger Farr
Al Granowsky
Bill Martin, Jr.

Microfiche: #ED333354 of The Reading Consultant's Handbook

MATERIALS

Choose a reading series that would include:

- Student Books
- Manual
- Workbooks
- Resource Book
- Charts
- Flash Cards

Publishers could include:

- Harcourt, Brace & Jovanovich
- Macmillan
- McGraw, Hill
- Economy
- Holt Mifflin
- DC Heath

SUPPLEMENTAL MATERIALS

1) BARE Books - Treetop Publishers
2) Incorporating the Newspaper - Westinghouse Learning Coop.
3) Activity & Enrichment Books -
   - Carson Delosa
   - Frank Schaffer
   - Milliken
   - Monday Morning

Other Supplemental Materials

4) World Book Encyclopedia
5) Webster Dictionaries
6) Reading Center Books
7) Computer Software - if needed by the publisher of the reading series you choose
8) Tape Recorder
9) Big Books from the publishing company

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Cynthia Jackson

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101 WAYS TO PRAISE A CHILD

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT • WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU • FANTASTIC • SUPER STAR • NICE WORK • LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING • YOU'RE CATCHING ON • NOW YOU'VE GOT IT • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAY FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU • YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP HURRAY • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK • CREATIVE JOB • SUPER JOB • FANTASTIC JOB • EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE • BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU BELONG • YOU'VE GOT A FRIEND • YOU MAKE ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • AWESOME • A + JOB • YOU'RE A-OK-MY BUDDY • YOU MADE MY DAY • THAT'S THE BEST • A BIG HUG • A BIG KISS • SAY I LOVE YOU!

p.s. REMEMBER, A SMILE IS WORTH 1000 WORDS!

READING TEACHER EVALUATION FORM

Teacher name_____

Grade_____

Date_____

Subject taught_____

Time_____

S	NI		
____	____	1.	Knowledgeable in field
____	____	2.	Appropriate use of materials
____	____	3.	Motivation techniques
____	____	4.	Variety of teaching strategies
____	____	5.	Appropriate planning
____	____	6.	Flexible grouping
____	____	7.	Use of multi-media
____	____	8.	Functional aspect of reading
____	____	9.	Recreational aspect of reading
____	____	10.	Classroom management

Comments:_____

_____

_____

Signature of Evaluator_____

Evaluatee_____

Principal_____